



California Postsecondary Education Commission

September 2007

California Higher Education Accountability

GOAL: Affordability and Equal Participation

MEASURE: Percentage of Racial Representation
in Systems of Higher Education Compared to
Racial Representation in the State

Presented by Jessika Jones



GOAL: Affordability and Equal Participation

Is California higher education affordable and accessible to all Californians?

MEASURES:

- **Percent of racial representation in systems of higher education compared to racial representation in the state**
- Average indebtedness of graduates at two- and four-year segments
- Percent of income, by quintile, needed to pay for college, before and after financial aid



Why Measuring Ethnic Representation in California Colleges is Important

- California no longer has a single racial-ethnic group comprising a majority of the population. Therefore, the economic well-being of the State requires increased access and success of all racial and ethnic populations.
- An “achievement gap” exists in California, not only across ethnicities and gender, but also by generation; the most educated generation of Californians will soon exit the workforce.
- California’s economic stability depends on the educational attainment of its citizens, not only for income-based tax revenue, but also to maintain its historical standing as a generator of new and innovative ideas and technologies.



Data and Analysis

- The term “percent representation” refers to the ratio of students in a given racial-ethnic group to that same racial-ethnic group within the California population
- Data were collected for the years 1997 through 2006 from the CPEC On-line Database and Department of Finance (DOF)
- All undergraduates, ages 18-24, enrolled at the University of California, the California State University, and the California Community Colleges compared to 18-24 California population
- The analysis disaggregates representation by race-ethnicity (African American, White, Latino, Asian, and Native American) and/or gender



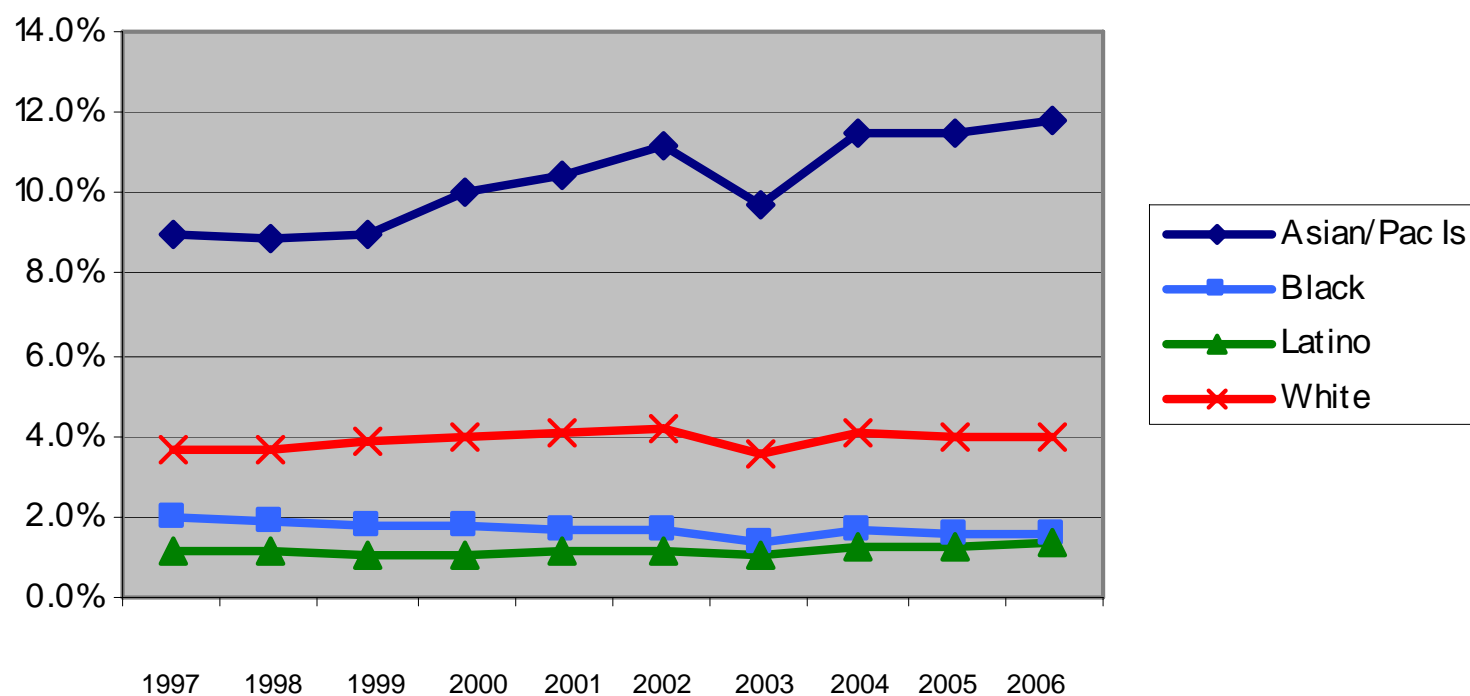
Segmental Trends by Ethnicity

- African Americans and Native Americans are the two ethnic populations that declined in representation from 1997 to 2006; African Americans declined at the UC and community college segments; Native Americans declined at all segments.
- The percent representation of Asian students substantially increased between 1997 and 2006 at all three public segments of higher education.
- Latino students had steady increases in percent representation at CSU and the community colleges but increased only a tenth of a percent at UC.
- White students increased in percent representation at all segments, most notably at CSU.



University of California

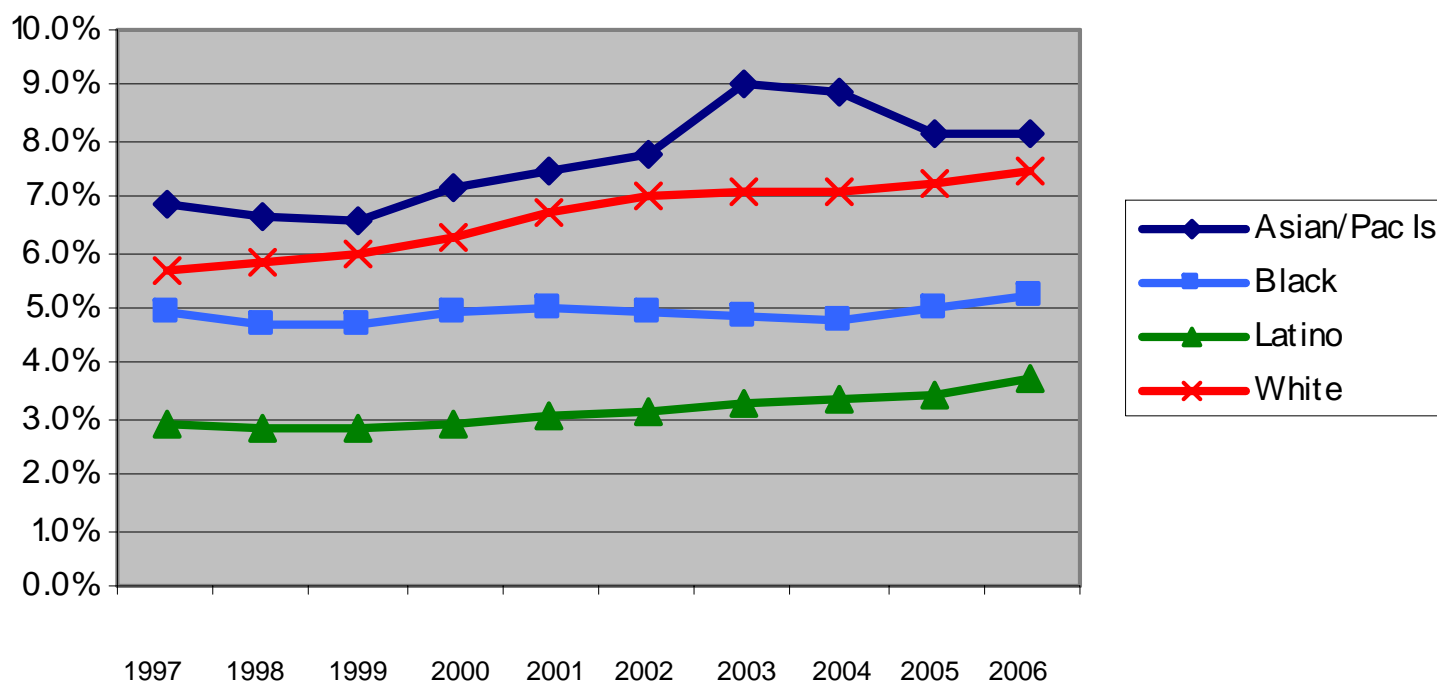
**University of California
Student-to-Population Ratio, By Ethnicity, Ages 18-24**





California State University

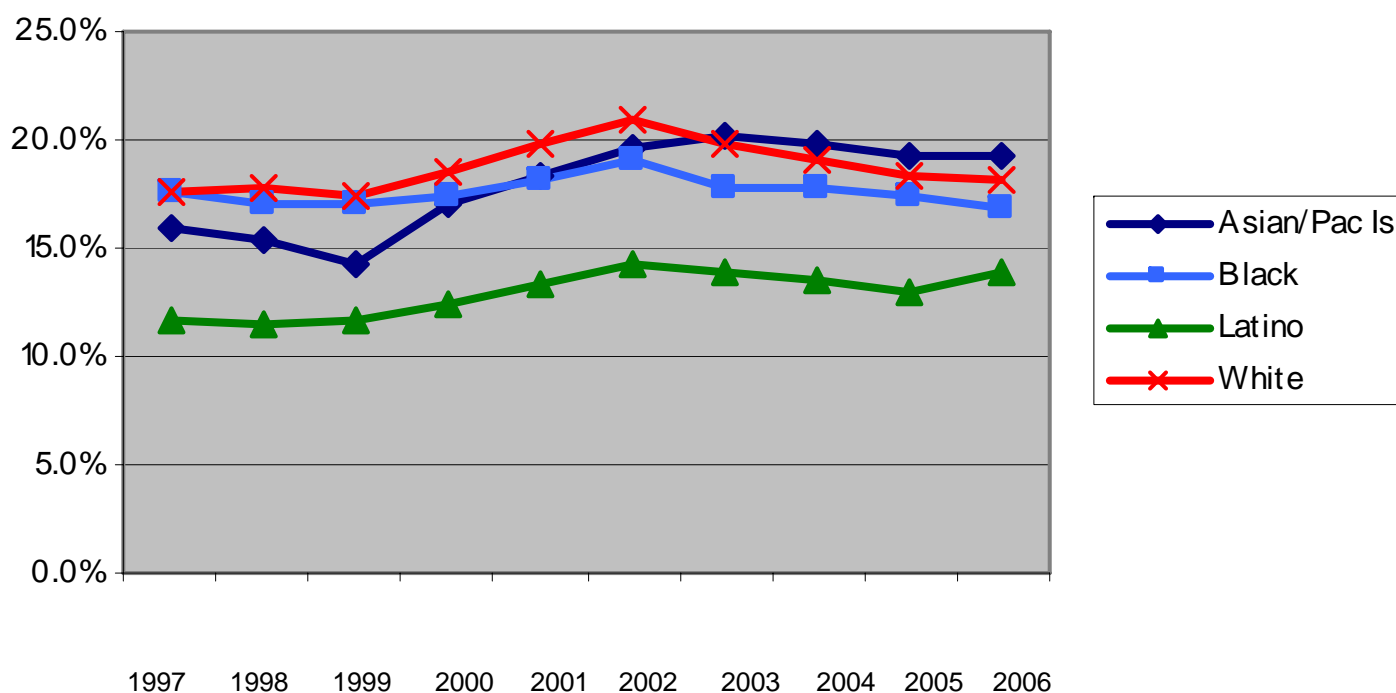
**California State University
Student-to-Population Ratio, By Ethnicity, Ages 18-24**





California Community Colleges

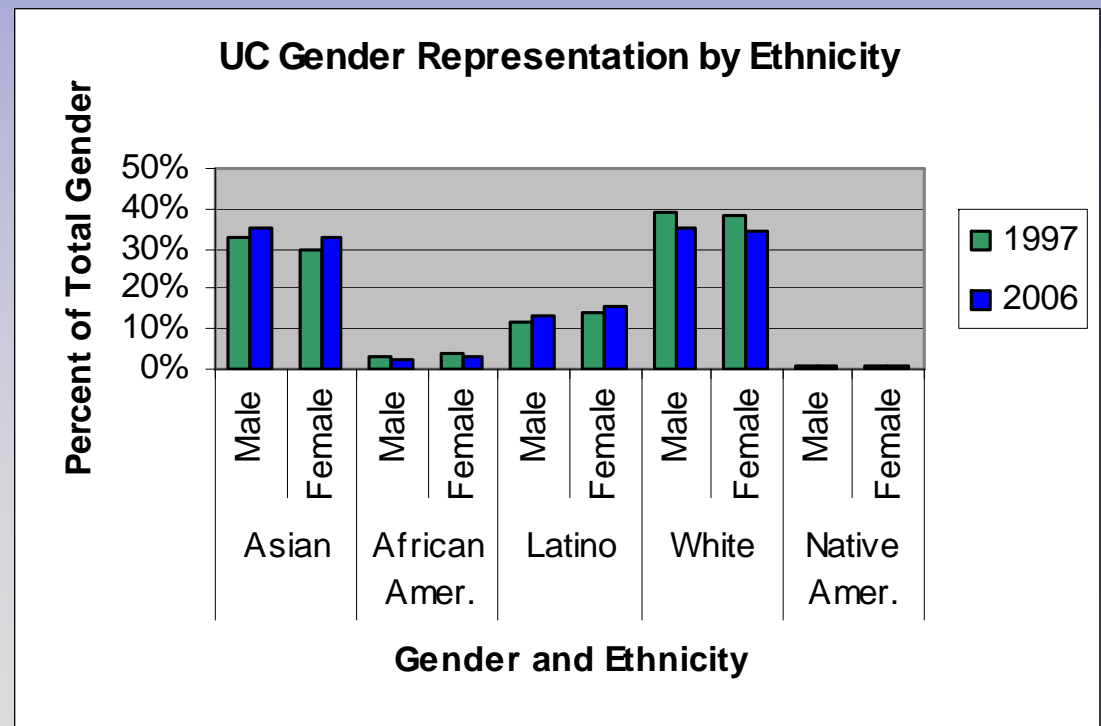
**California Community Colleges
Student-to-Population Ratio, By Ethnicity, Ages 18-24**





Trends by Gender and Ethnicity: UC

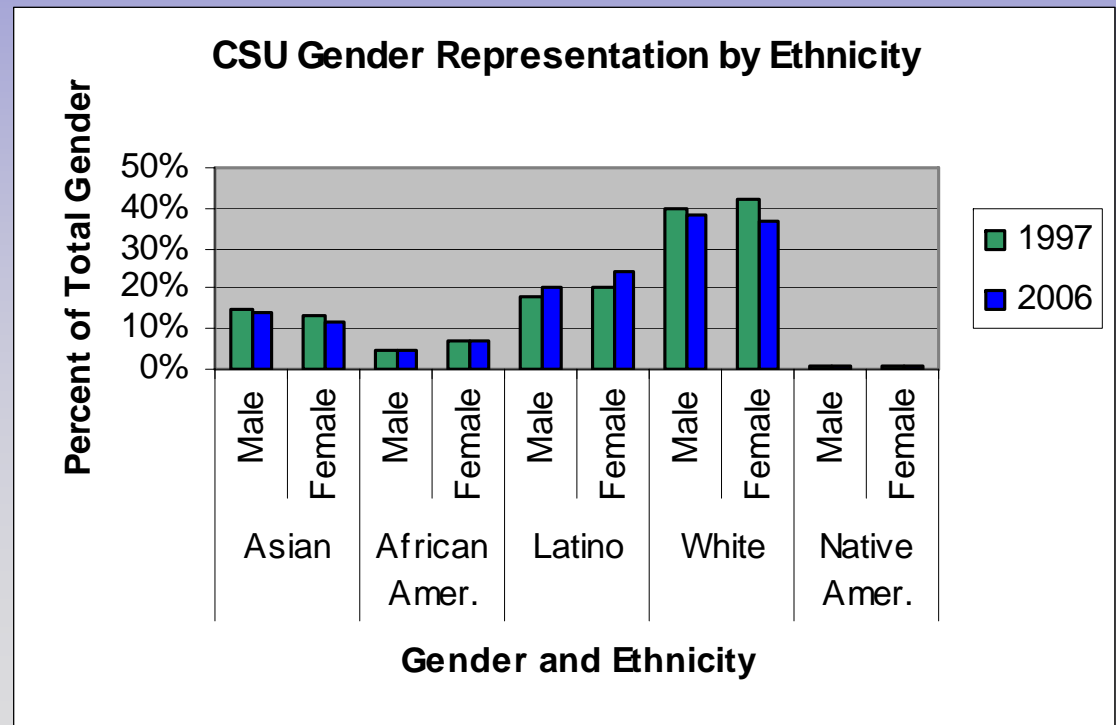
- The percent representation of Asian males and females increased between 1997 and 2006 in comparison to other ethnic groups within the same gender.
- Latino males and females also made modest gains in percent representation.
- Both male and female representation declined for African Americans, Whites, and Native Americans.





Trends by Gender and Ethnicity: CSU

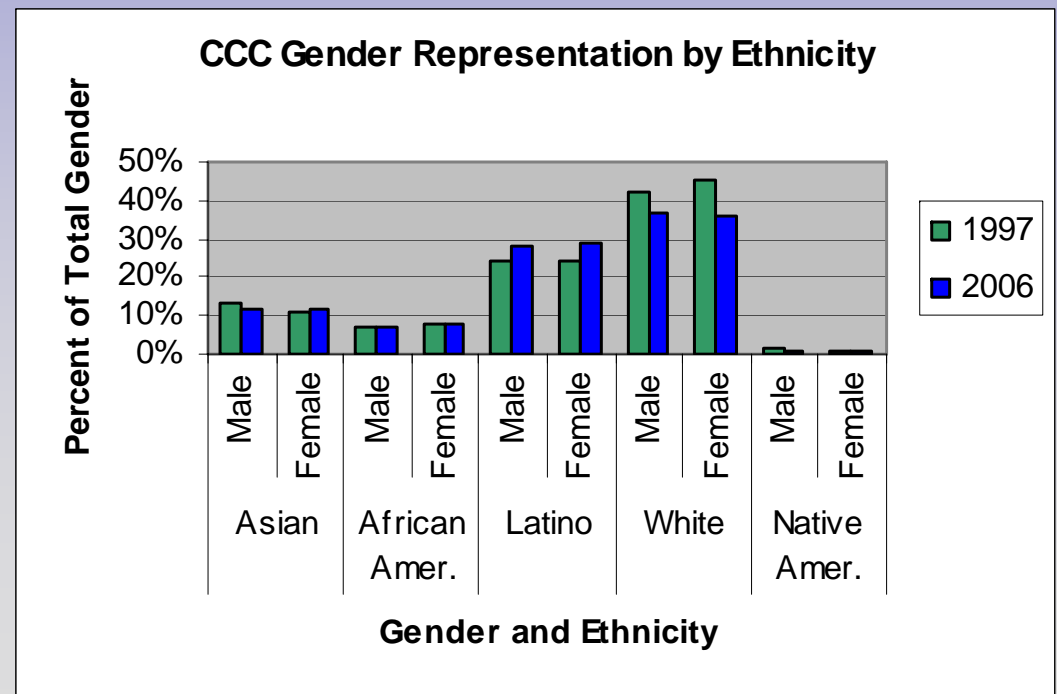
- Among Asian and White students, both male and female representation declined between 1997 and 2006.
- Male and female representation of African American and Native American students remained constant.
- Latino representation by males and females increased





Trends by Gender and Ethnicity: CCC

- Asian females increased in gender representation while Asian males had a small decline between 1997 and 2006.
- Both male and female African American and Native American students maintained constant levels of representation.
- Latino students, both male and female had substantial jumps in representation.
- White males and females experienced a decline in representation, most acutely among females.





Examples of Race-Neutral Policies for Achieving Diversity

- Admission preferences on the basis of socioeconomic status;
- Expanding recruitment and outreach efforts by targeting students from schools who traditionally have not been "feeder schools" to postsecondary institutions;
- “Skills development programs”-projects designed to improve educational achievement among students who attend traditionally low-performing schools;
- University partnerships with low-performing public schools to strengthen their students' ability to succeed in college; and
- Admissions plans for students who finish at the top of their high school classes. For example, UC’s “Eligibility in the Local Context” admissions policy.



Concluding Comments

- Without a K-16 student identification system, it is not possible to track success of students who participate in one or more of the various outreach programs the state offers. Implementing a statewide student identifying system that monitors student progress from elementary to postsecondary education is the single most important step policymakers can make toward identifying and offering continued support for successful diversity initiatives.



Concluding Comments

- The absence of consensus on why there is such disparity in high school completion and college-going rates among students, particularly by gender, makes it extremely difficult to design appropriate policy interventions and measures that will result in more equitable racial-ethnic and gender representation at all of California's public colleges and universities.